

Respond to the Issue for Part 2: Impacts of Historical Globalization



What Is a Multimedia Presentation?

Media are different forms of information. The key to a good multimedia presentation is to include a variety of media. Each one will convey a different dimension of an issue. Suggested media:

- models, static exhibits, displays
- diagrams, timelines, charts
- artifacts
- photos
- video- or audiotape
- CD ROM or slide show

In each of the last four chapters, you have been exploring aspects of the Main Issue for Part 2: *To what extent should contemporary society respond to the legacies of historical globalization?* In this project, you will consider this issue by working in a team to find out about the short- and long-term consequences of historical globalization on a single group of Indigenous peoples. You will decide whether contemporary society should respond to the consequences, and if so, how. You will have the opportunity to create a multimedia presentation to share your conclusions.

Planning

- Form a team of three to five students.
- Together, choose an Indigenous people from anywhere in the world to research.
- Refer to the Inquiry Model graphic on the inside front cover of this book to review the *planning*, *retrieving*, *processing*, and *creating* phases of inquiry.
- Consult with your teacher to establish criteria for your research process and product and a final marking scheme.
- Assign tasks and establish deadlines for creating your project.

Retrieving

Visit your school and public libraries and computer network to discover what they can offer. Use the inquiry strategies you learned about in the Skill Paths for Chapters 6 and 8: Use Your Resource Centre (pages 117–118) and Research Using the Internet (pages 160–161). Acquire information about the historical and contemporary consequences of European contact, historical globalization, and imperialism on your chosen Indigenous people. As you work, keep in mind your goal: a multimedia presentation. Make notes that you can use as captions for photographs, diagrams, timelines, charts, and artifacts that you retrieve. Be sure to make note of source information as well.

As you research, aim to find a variety of perspectives regarding the impacts of imperialism and Eurocentrism. The Skill Path for Chapter 7: Recognize Perspectives (pages 153–155) should help you identify a perspective. If possible, contact the information centre or band council for the Indigenous group you are researching. Perhaps the group has its own website. In this way, you will be sure to have the people's own perspective of their history.

Processing

Within your group, discuss what conclusions you can support with the evidence you have gathered. Decide what research material will be most useful to support your conclusions.

Be selective about what you include in your presentation. For each visual or other media inclusion, answer the following questions:

- Has this image been derived from a current and reliable source?
- What is being communicated?
- Does this image insightfully convey a message?
- Is the image aesthetically effective? (good colour, shape, size, etc.)
- Does this image lend itself to integration with spoken text?

Creating and Communicating

Now put on your creative thinking cap to decide on the best way to present your conclusions and supporting material. Review the Skill Path for Chapter 9: Use Six Hats Thinking (pages 187–188) to help you come up with a good plan.

Create all the components you want to have in your presentation. Individual images and the notes that you have taken, for example, could be used to create a videotape, CD ROM, slide show or photo essay. Models, diagrams, timelines, charts, and artifacts would contribute effectively to a static exhibit.

Your goal should be to show a high degree of originality and creativity and to demonstrate craftsmanship in the execution of your design. Engage your audience by including a wide variety of materials. Include a statement of your group's viewpoint regarding the short- and long-term consequences of historical globalization on your chosen group of Indigenous peoples. Do your best to interest viewers in developing their own informed positions.

Make all arrangements for acquiring any equipment. Set up your static exhibit or electronic presentation. Then view all the presentations.

Reflecting on the Process

Consider your work. Did you stay focused on the issue you were investigating? Did you evaluate information from both print and electronic sources? What would you do differently to create a future multimedia presentation?

Discussion

As a class, discuss the Main Issue for Part 2: *To what extent should contemporary society respond to the legacies of historical globalization?* What social responsibilities are associated with global citizenship?

How do your conclusions help you to continue your explorations of the Key Issue for this course: *To what extent should we embrace globalization?*

Asking the Right Questions

Before you begin your individual research, review these sample questions. They will help you think about what to look for.

- Did the Indigenous people you are researching gain new goods via historical globalization?
- Did the Indigenous people you are researching gain new technologies via historical globalization?
- Did they experience loss of traditional territories?
- Did they experience loss of language? Did they have to learn a European language to “get along”?
- Did they experience loss of traditions or customs?
- Did the people make attempts to counter the forces of globalization? If so, give examples and show to what extent the attempts have been successful.